

**Effective Classroom Practice:  
Strategies to Acknowledge  
Appropriate Behavior**

Session 4: Classroom MBI  
Team Training  
Presented by the MBI Consultants

---

---

---

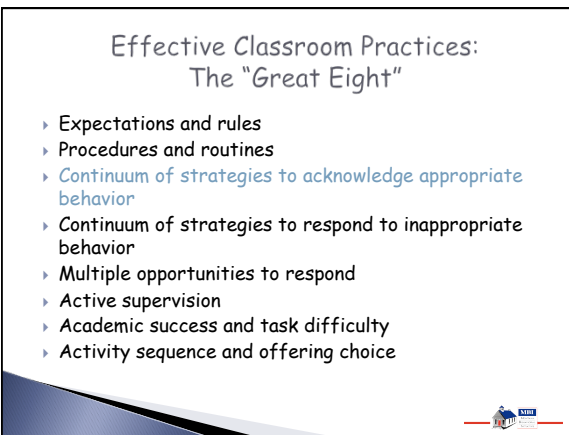
---

---

---

---

---



**Effective Classroom Practices:  
The "Great Eight"**

- ▶ Expectations and rules
- ▶ Procedures and routines
- ▶ Continuum of strategies to acknowledge appropriate behavior
- ▶ Continuum of strategies to respond to inappropriate behavior
- ▶ Multiple opportunities to respond
- ▶ Active supervision
- ▶ Academic success and task difficulty
- ▶ Activity sequence and offering choice

---

---

---

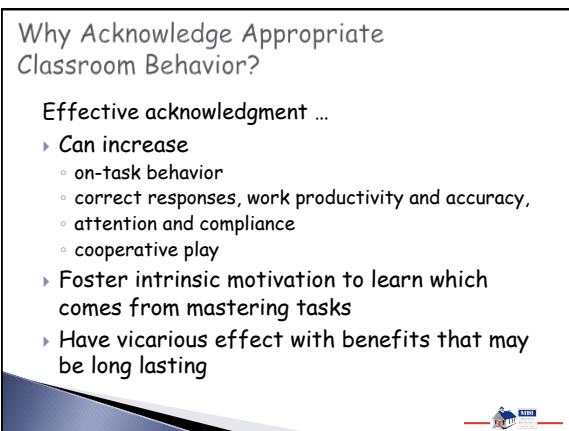
---

---

---

---

---



**Why Acknowledge Appropriate  
Classroom Behavior?**

Effective acknowledgment ...

- ▶ Can increase
  - on-task behavior
  - correct responses, work productivity and accuracy,
  - attention and compliance
  - cooperative play
- ▶ Foster intrinsic motivation to learn which comes from mastering tasks
- ▶ Have vicarious effect with benefits that may be long lasting

---

---

---

---

---

---

---

---

## Example Strategies to Acknowledge Appropriate Behavior



### Examples...

- ▶ Verbal praise
- ▶ Thumbs up, high five
- ▶ Token economy
- ▶ Notes/phone calls home or to principal
- ▶ Student of the hour/day/week
- ▶ Special privileges earned through group contingency




---

---

---

---

---

---

---

---

## Acknowledging Appropriate Behavior

### Effective strategies are ....

- ▶ Clear and specific
- ▶ Contingent on desired behavior
- ▶ Applied immediately
- ▶ Teacher initiated
- ▶ Focus on improvement and effort




---

---

---

---

---

---

---

---

## Acknowledging Appropriate Behavior

### Effective strategies ....

- ▶ Provided frequently during acquisition
- ▶ Fade as skill develops
- ▶ Avoid comparison/competition across children
- ▶ Sincere and appropriate for student's age
- ▶ Includes hierarchy of alternatives




---

---

---

---

---

---

---

---

## Acknowledging Appropriate Behavior

### Classroom Continuum:

- ▶ **Level 1 = Free and Frequent**
  - Use everyday in the classroom
  
- ▶ **Level 2 = Intermittent**
  - Awarded occasionally
  
- ▶ **Level 3 = Strong and Long Term**
  - Quarterly or year-long types of recognition




---

---

---

---

---

---

---

## Classroom Continuum of Strategies

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone Calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll




---

---

---

---

---

---

---

## Classroom Continuum of Strategies

1. Clear and specific	2. Related to rules	3. Hierarchy of alternatives
		Connection to SW System
Free and Frequent =		
Intermittent=		
Strong and Long Term=		



Handout 1




---

---

---


---

---


---

---


### Classroom Continuum to Acknowledge Appropriate Behavior



- ▶ If a school-wide system of recognition is already in place why is it important to also develop a classroom continuum of recognition?
- ▶ Give examples of how a classroom plan for acknowledging appropriate behavior might align with a school-wide system of recognition.
- ▶ What response can you give to faculty who say it's cumbersome or too much work to implement both a school-wide system and a classroom system of recognition?



Handout



---

---

---

---

---

---

---